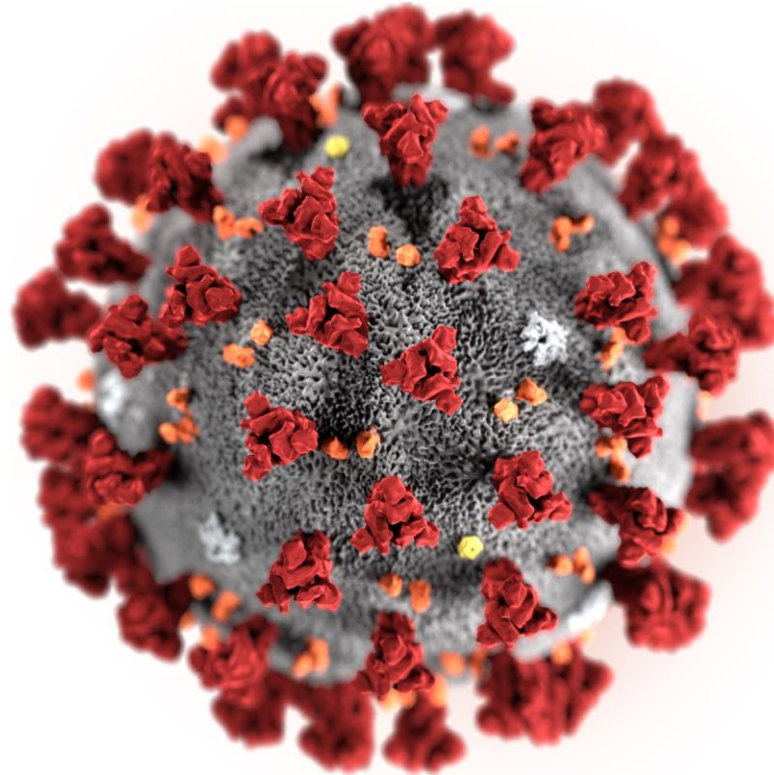
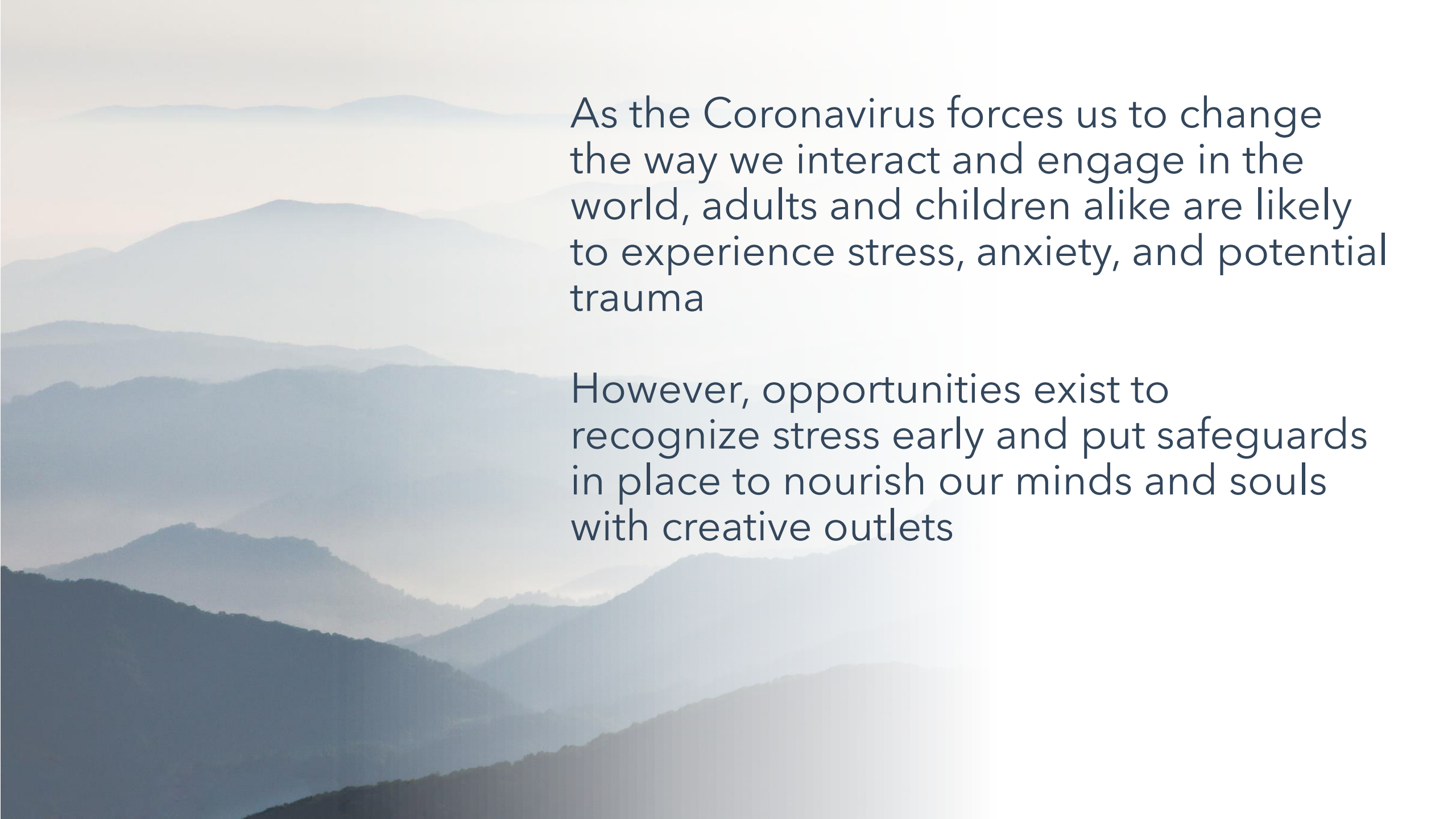


Supportive Perspectives for Children and Families Under Stress

Dr. Beth Gonzalez-Dolginko
EdD, NYS LCAT, ATR-BC
ddolginko@aol.com

Something microscopic is bringing
our world to its knees





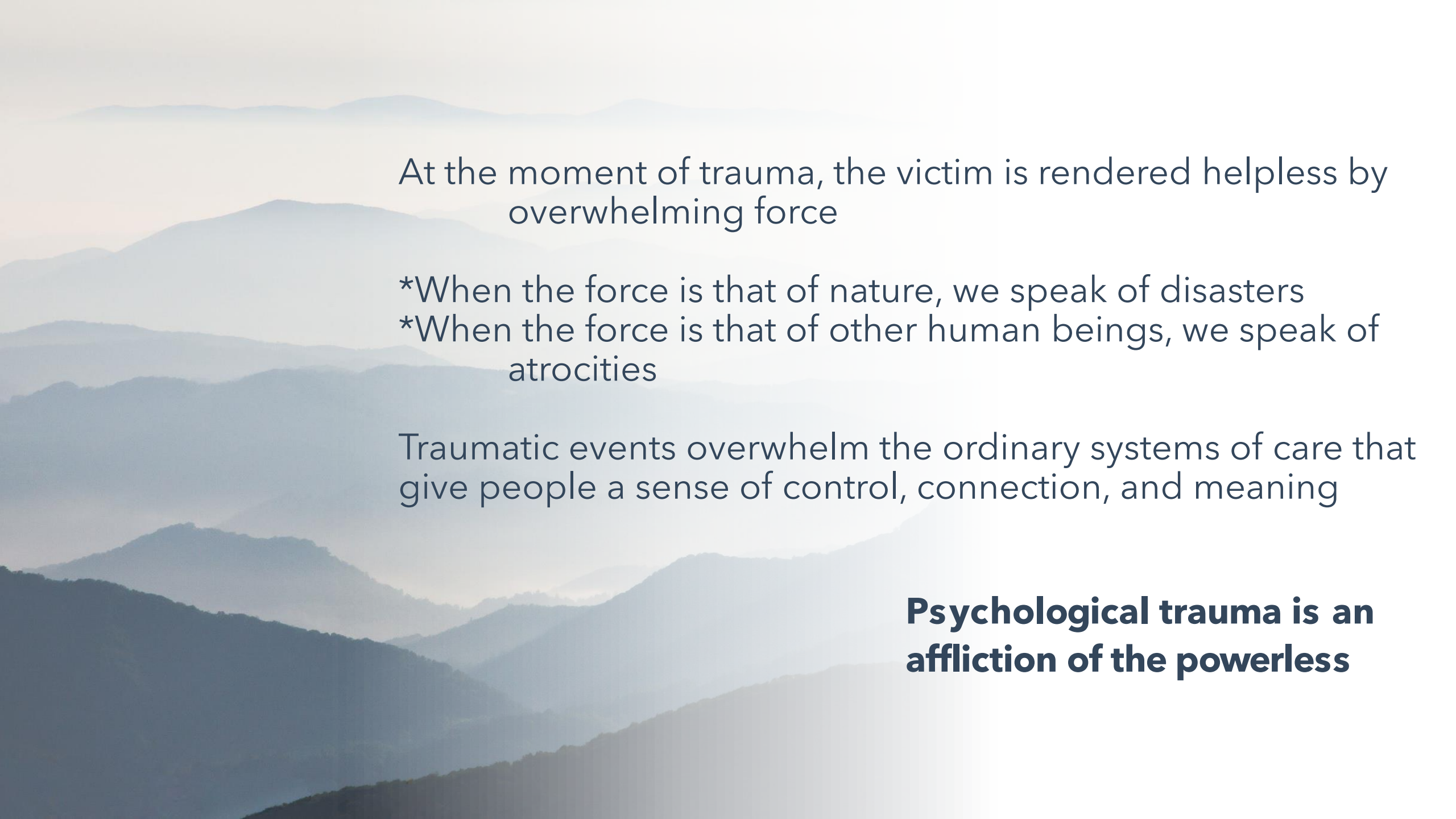
As the Coronavirus forces us to change the way we interact and engage in the world, adults and children alike are likely to experience stress, anxiety, and potential trauma

However, opportunities exist to recognize stress early and put safeguards in place to nourish our minds and souls with creative outlets

The background of the slide features a soft-focus, atmospheric photograph of a mountain range. The mountains are layered, with the closest peaks in the foreground appearing in shades of blue and grey, while the distant peaks fade into a pale, hazy sky. The overall mood is serene and contemplative.

Participants will:

- *Understand what trauma is and learn symptoms and behaviors that might result after experiencing trauma
- *Understand specific child reactions to stress and learn symptoms and behaviors that might result after a child experiences trauma
- *View artwork of children and adults with certain types of anxiety and PTSD
- *Learn how art can be an important outlet for young children and adults as they cope with stress
- *Develop transformative strategies to help build resiliency and create community



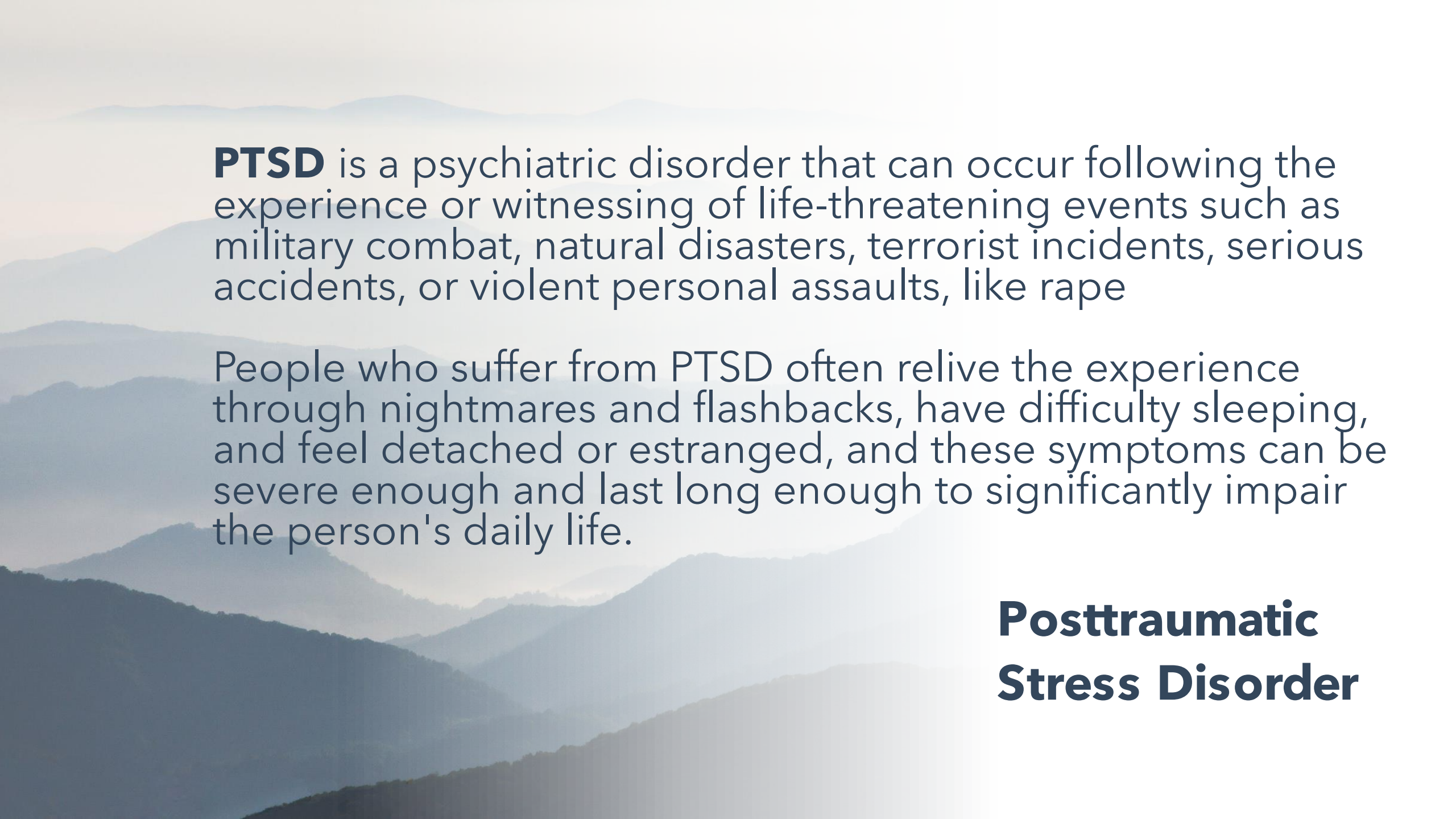
At the moment of trauma, the victim is rendered helpless by
overwhelming force

*When the force is that of nature, we speak of disasters

*When the force is that of other human beings, we speak of
atrocities

Traumatic events overwhelm the ordinary systems of care that
give people a sense of control, connection, and meaning

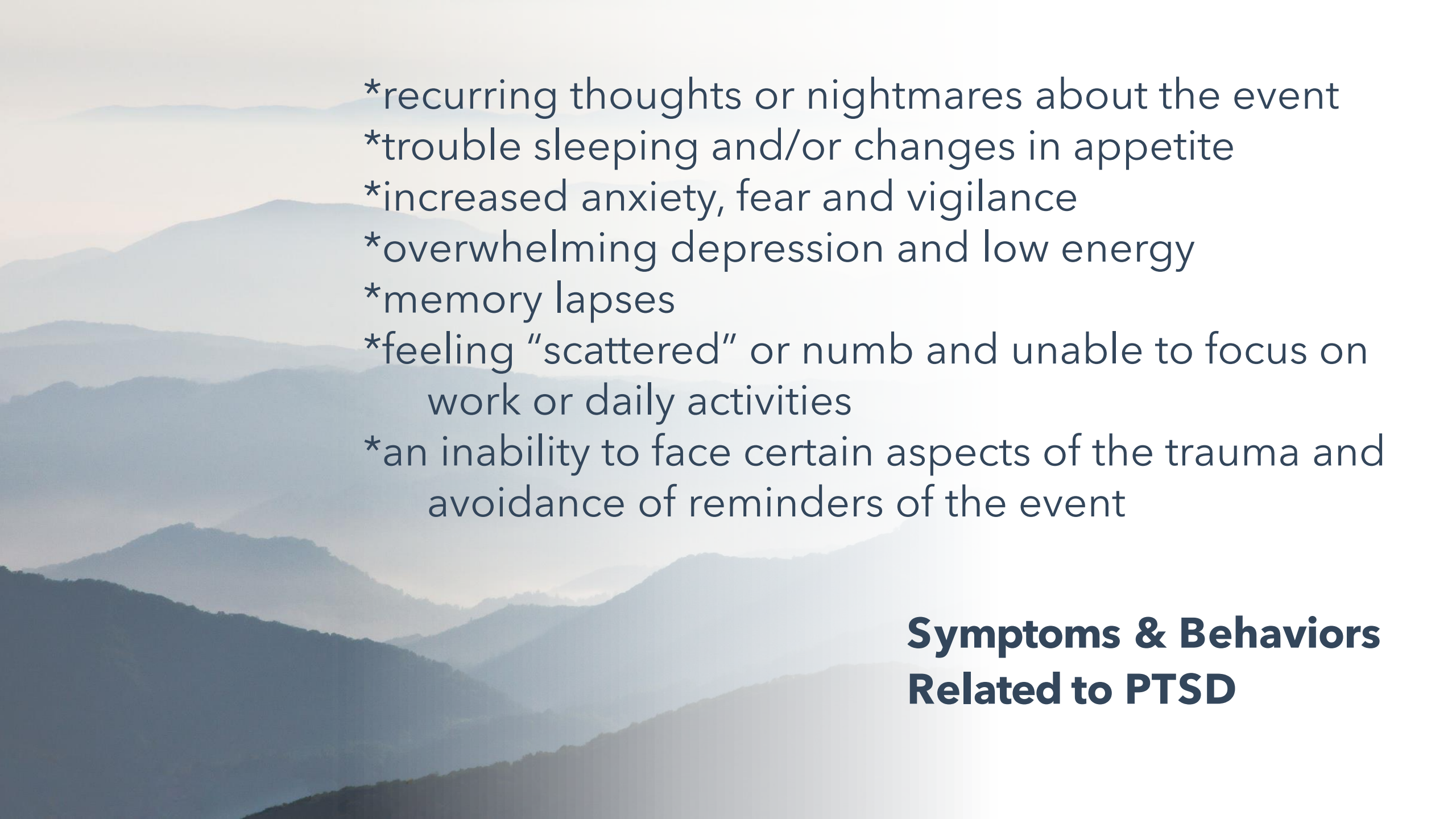
**Psychological trauma is an
affliction of the powerless**

The background of the slide features a series of misty, layered mountain ranges. The mountains in the foreground are dark and silhouetted, while those in the distance are lighter and shrouded in a soft, hazy atmosphere, creating a sense of depth and tranquility.

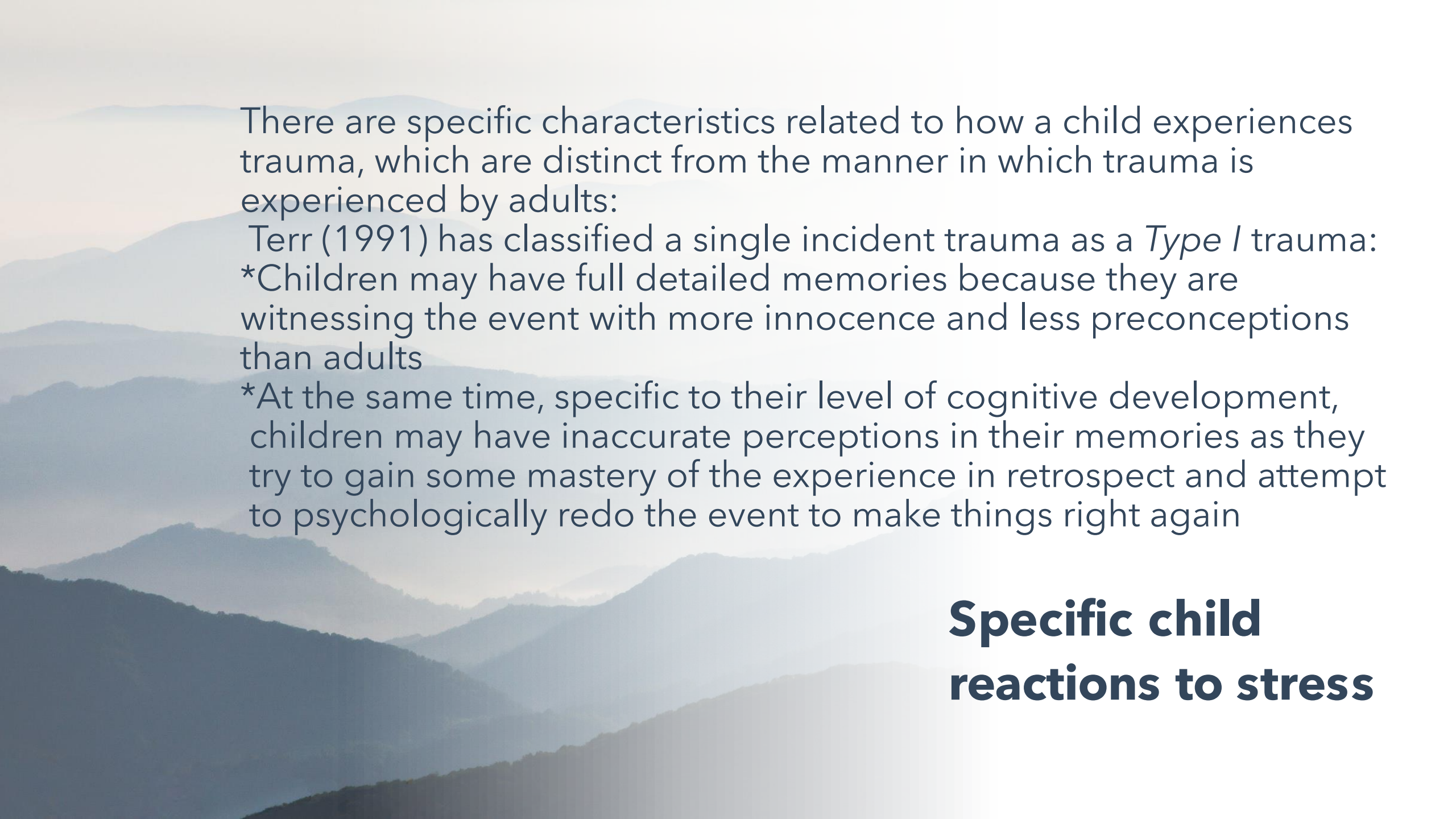
PTSD is a psychiatric disorder that can occur following the experience or witnessing of life-threatening events such as military combat, natural disasters, terrorist incidents, serious accidents, or violent personal assaults, like rape

People who suffer from PTSD often relive the experience through nightmares and flashbacks, have difficulty sleeping, and feel detached or estranged, and these symptoms can be severe enough and last long enough to significantly impair the person's daily life.

**Posttraumatic
Stress Disorder**

- 
- *recurring thoughts or nightmares about the event
 - *trouble sleeping and/or changes in appetite
 - *increased anxiety, fear and vigilance
 - *overwhelming depression and low energy
 - *memory lapses
 - *feeling “scattered” or numb and unable to focus on work or daily activities
 - *an inability to face certain aspects of the trauma and avoidance of reminders of the event

Symptoms & Behaviors Related to PTSD



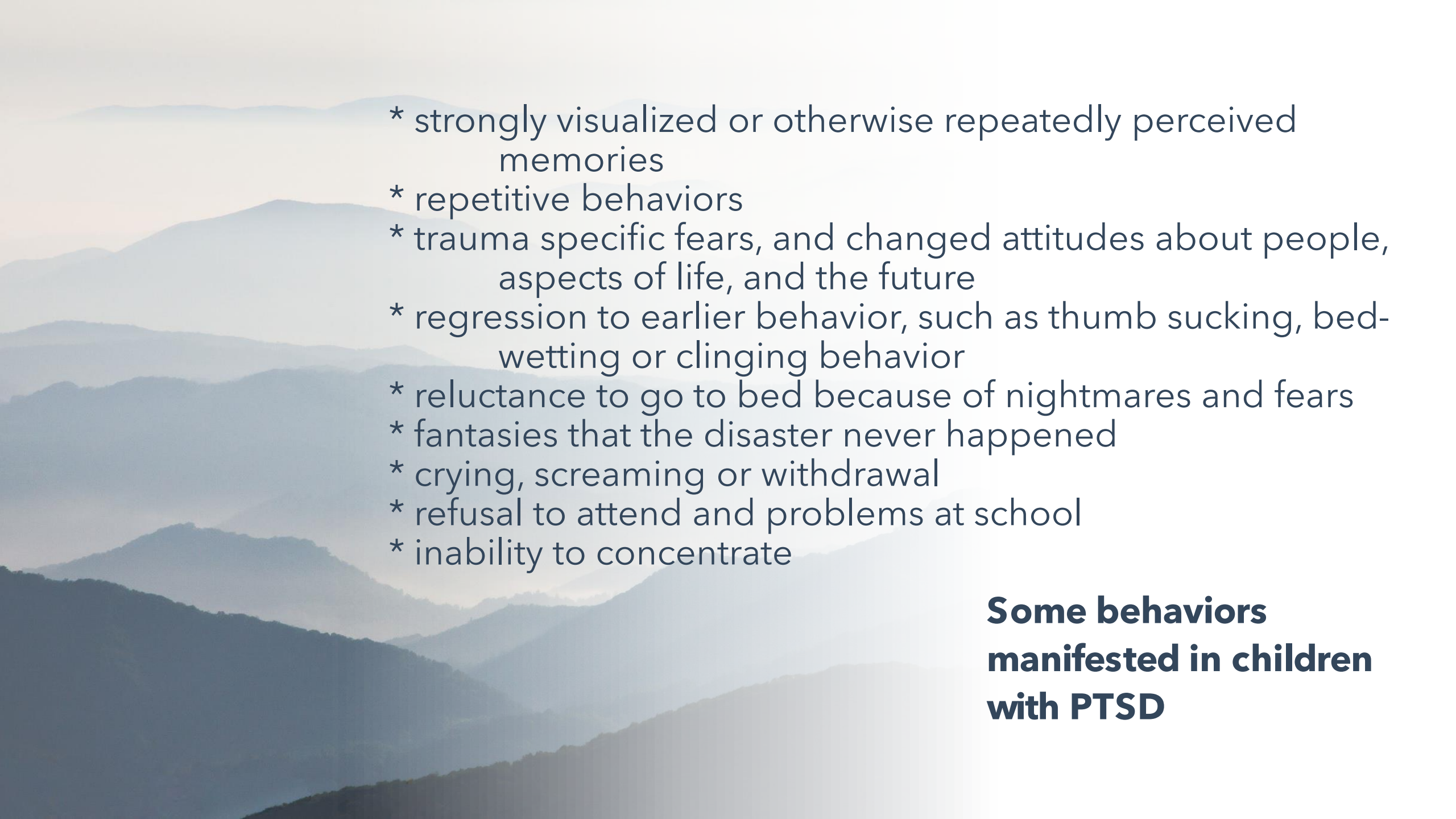
There are specific characteristics related to how a child experiences trauma, which are distinct from the manner in which trauma is experienced by adults:

Terr (1991) has classified a single incident trauma as a *Type I* trauma:

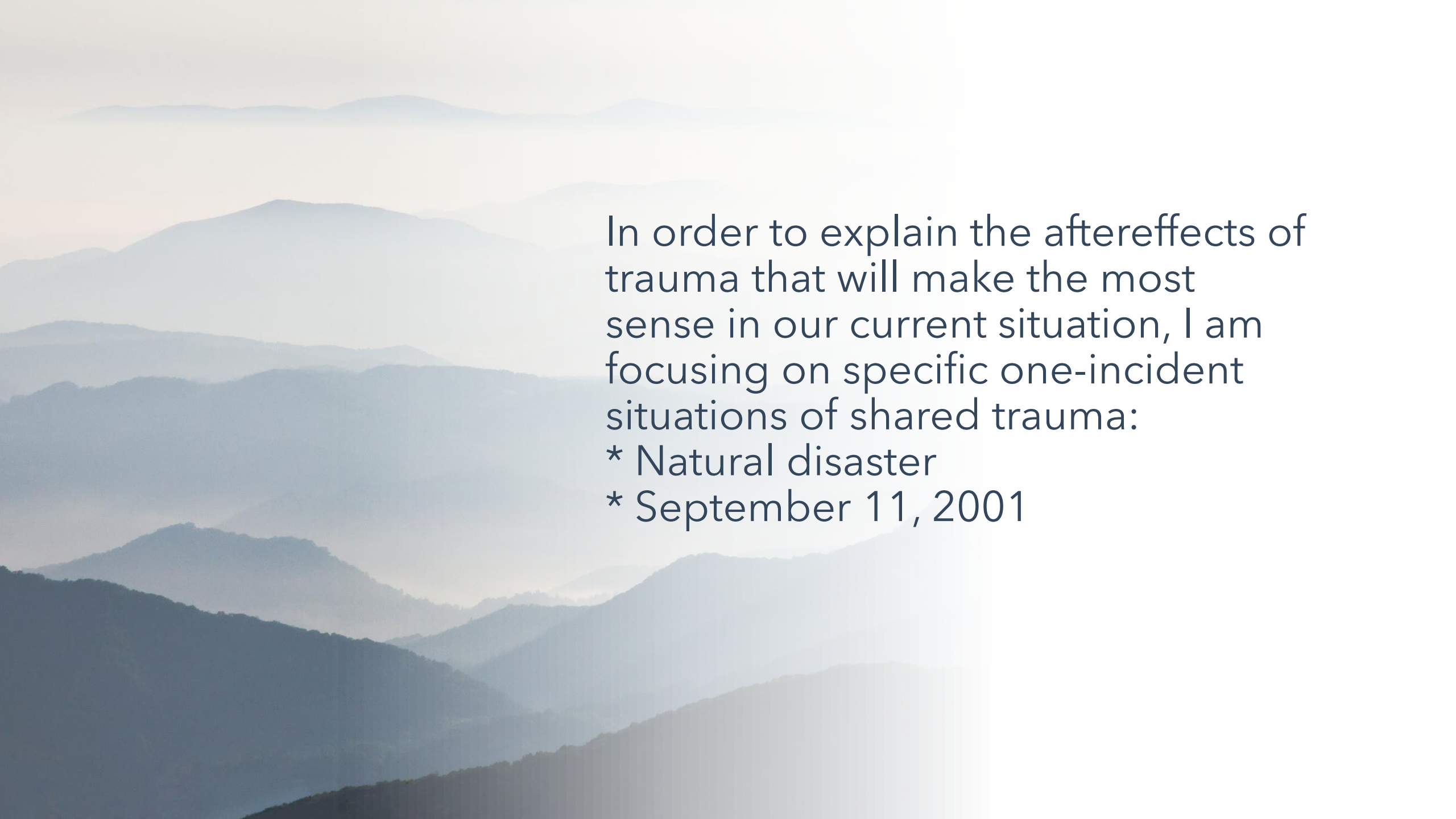
- *Children may have full detailed memories because they are witnessing the event with more innocence and less preconceptions than adults

- *At the same time, specific to their level of cognitive development, children may have inaccurate perceptions in their memories as they try to gain some mastery of the experience in retrospect and attempt to psychologically redo the event to make things right again

**Specific child
reactions to stress**

- 
- The background of the slide features a series of misty, layered mountain ranges in shades of blue and grey, creating a sense of depth and tranquility. The text is overlaid on the right side of the image.
- * strongly visualized or otherwise repeatedly perceived memories
 - * repetitive behaviors
 - * trauma specific fears, and changed attitudes about people, aspects of life, and the future
 - * regression to earlier behavior, such as thumb sucking, bed-wetting or clinging behavior
 - * reluctance to go to bed because of nightmares and fears
 - * fantasies that the disaster never happened
 - * crying, screaming or withdrawal
 - * refusal to attend and problems at school
 - * inability to concentrate

**Some behaviors
manifested in children
with PTSD**



In order to explain the aftereffects of trauma that will make the most sense in our current situation, I am focusing on specific one-incident situations of shared trauma:

- * Natural disaster
- * September 11, 2001

Natural Disaster
Susie Andruk (1996)
Earthquake!

To deal with her needs during the three weeks after the 1996 California earthquake, the author created a series of small collages

They were useful in helping her:

- deal with the nervousness and edginess she felt going to work at the epicenter each day
- negotiate the impact of seeing the damage created, and the seemingly endless road winding through two dust-fed valleys between home and work

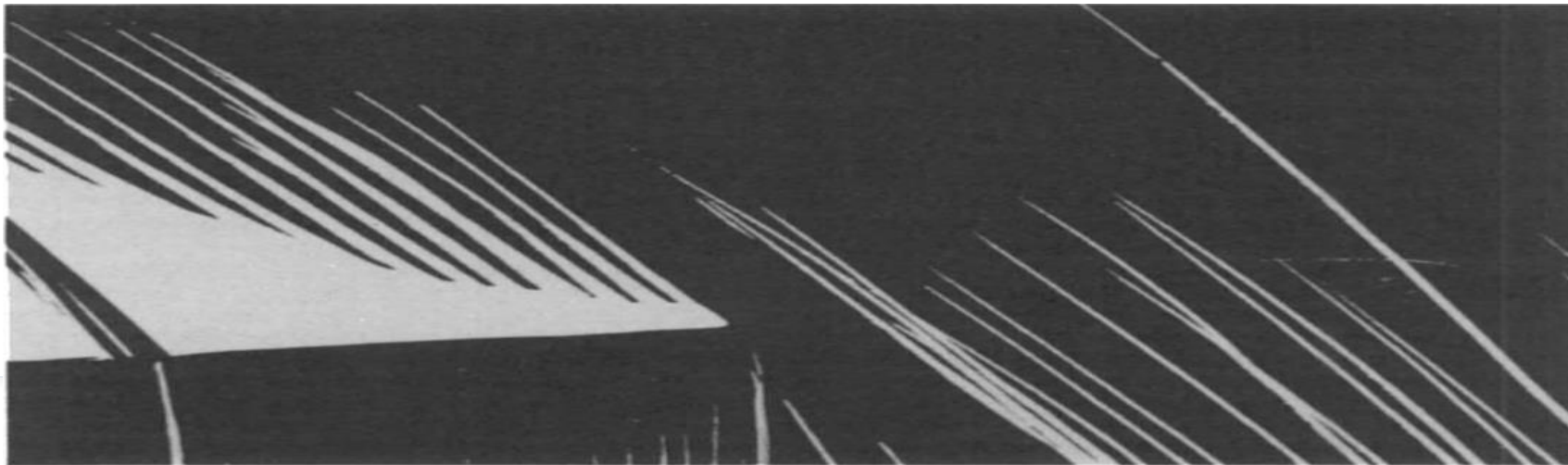


Figure 1 Collage



One of her patients, a man with chronic mental illness, drew a cracked road
He depends on routine and repetition to function effectively from day to day and often uses the metaphor
of a road in his artwork to show where he is in his journey
After the earthquake, his road was drawn with an enormous break
He said the break represents road damage and the interruption to his life and the chaos produced by this
disruption from his regular routine

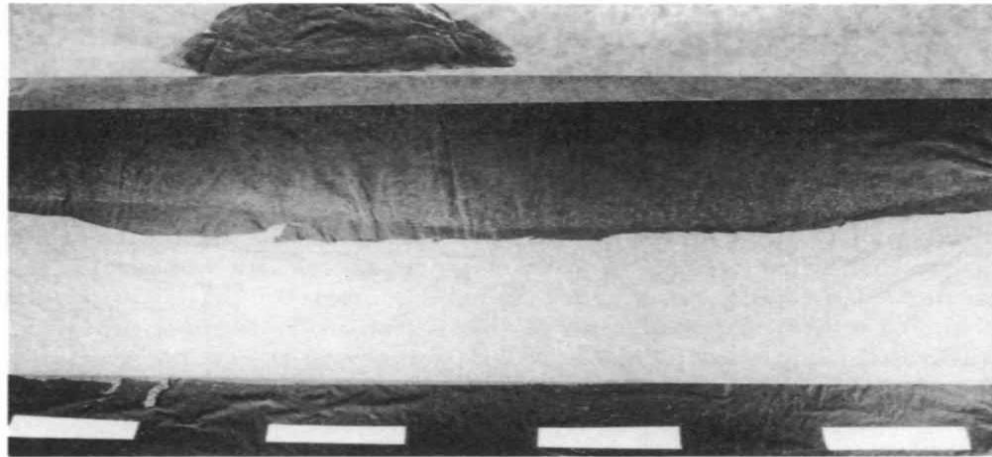
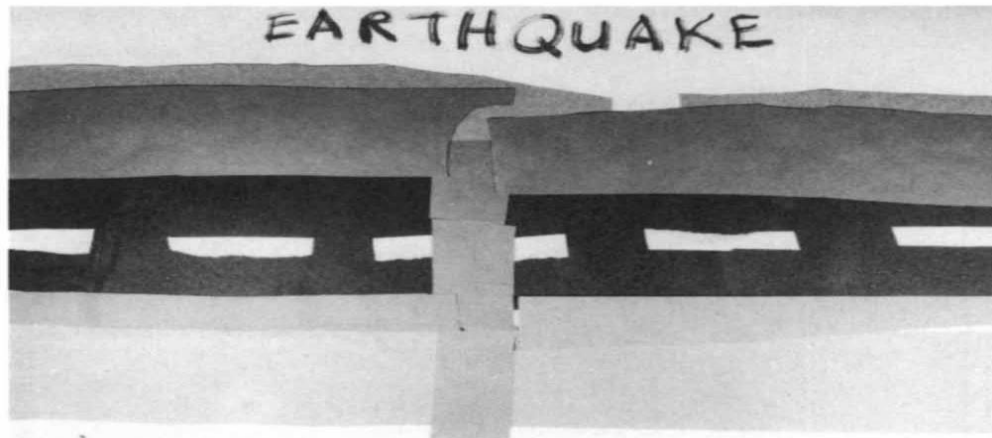


Figure 5 The road





September 11, 2001

The Children's Museum of the Arts

*Operation Healing

*School Arts Rescue Initiative

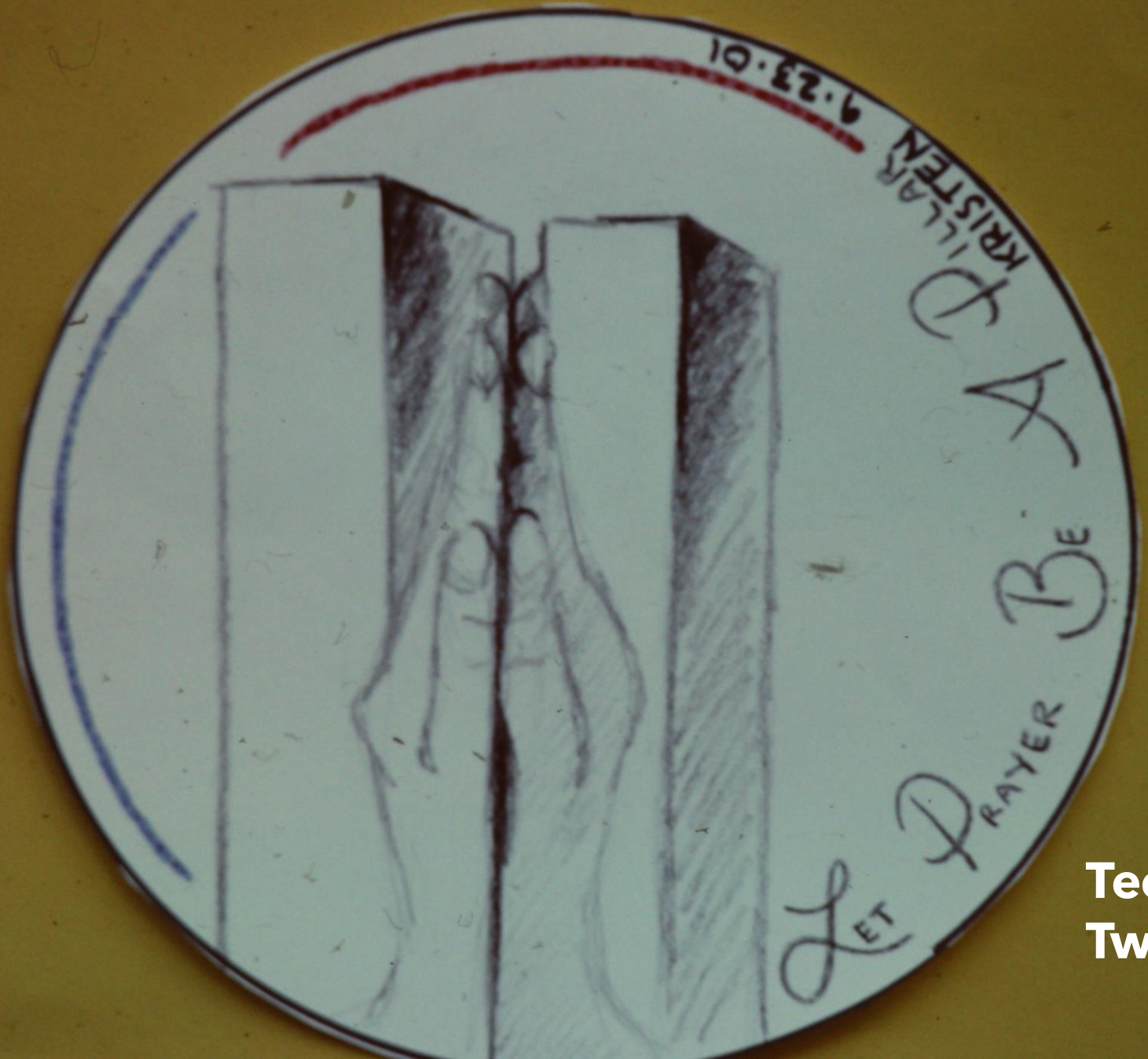


Many **adults** reported the eerie view of only one tower standing

Operation Healing

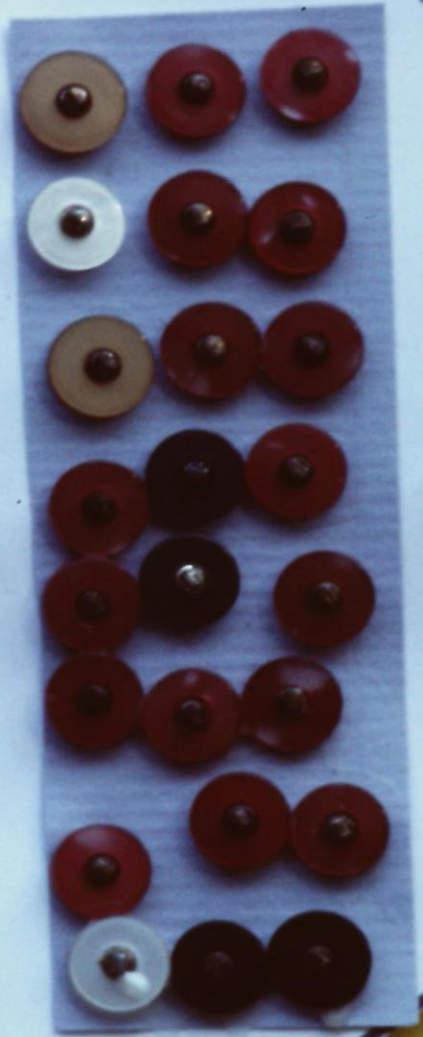
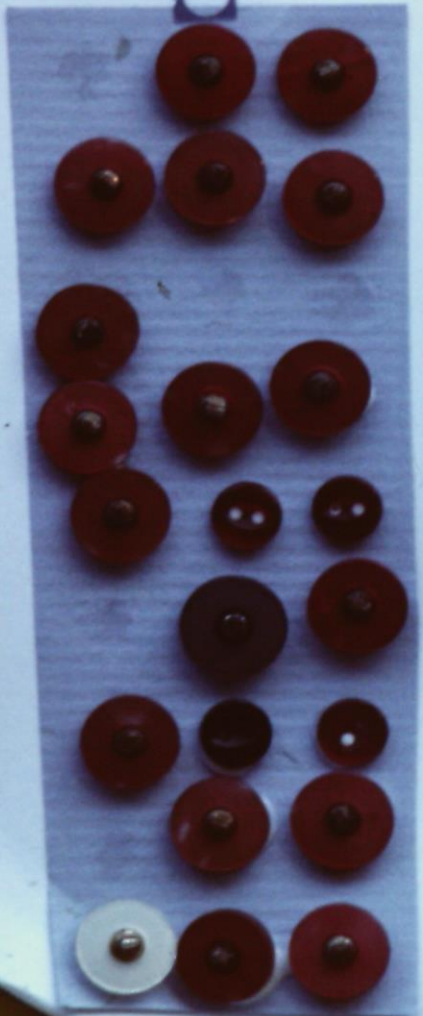


Mandalas
can be
very
centering
and
calming

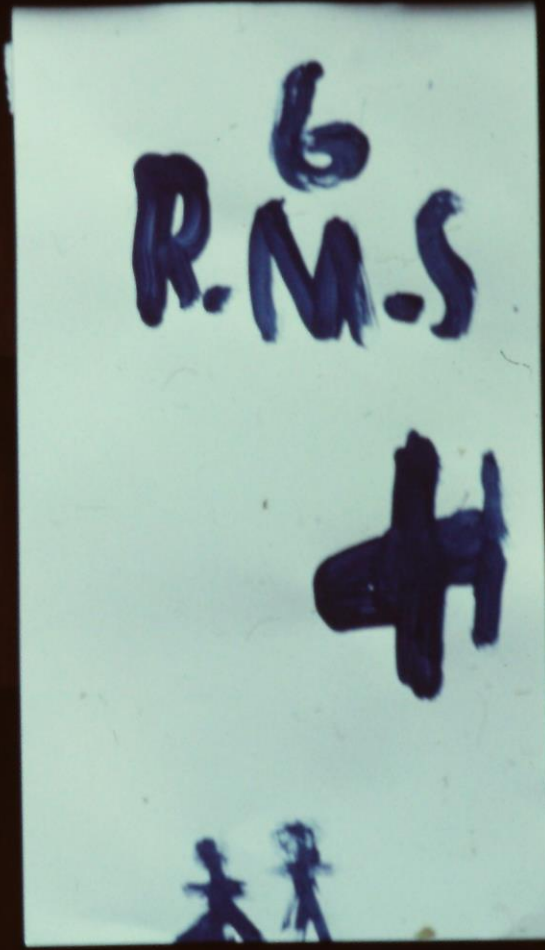
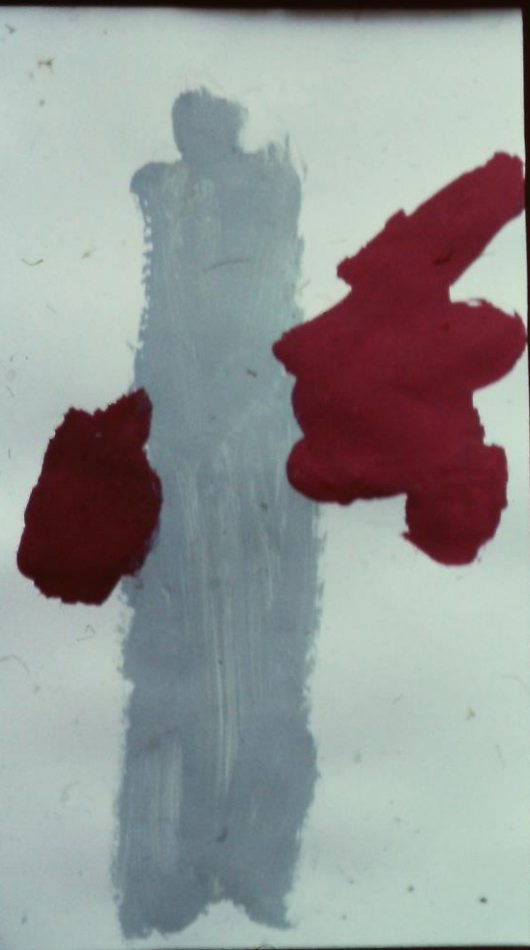


**Teens and
Tweens**

Leyla Age 11 1/2 9/23/01







Children may have full detailed memories because they are witnessing the event with more innocence and less preconceptions than adults

At the same time, specific to their level of cognitive development, children may have inaccurate perceptions in their memories as they try to gain some mastery of the experience in retrospect and attempt to psychologically redo the event to make things right again

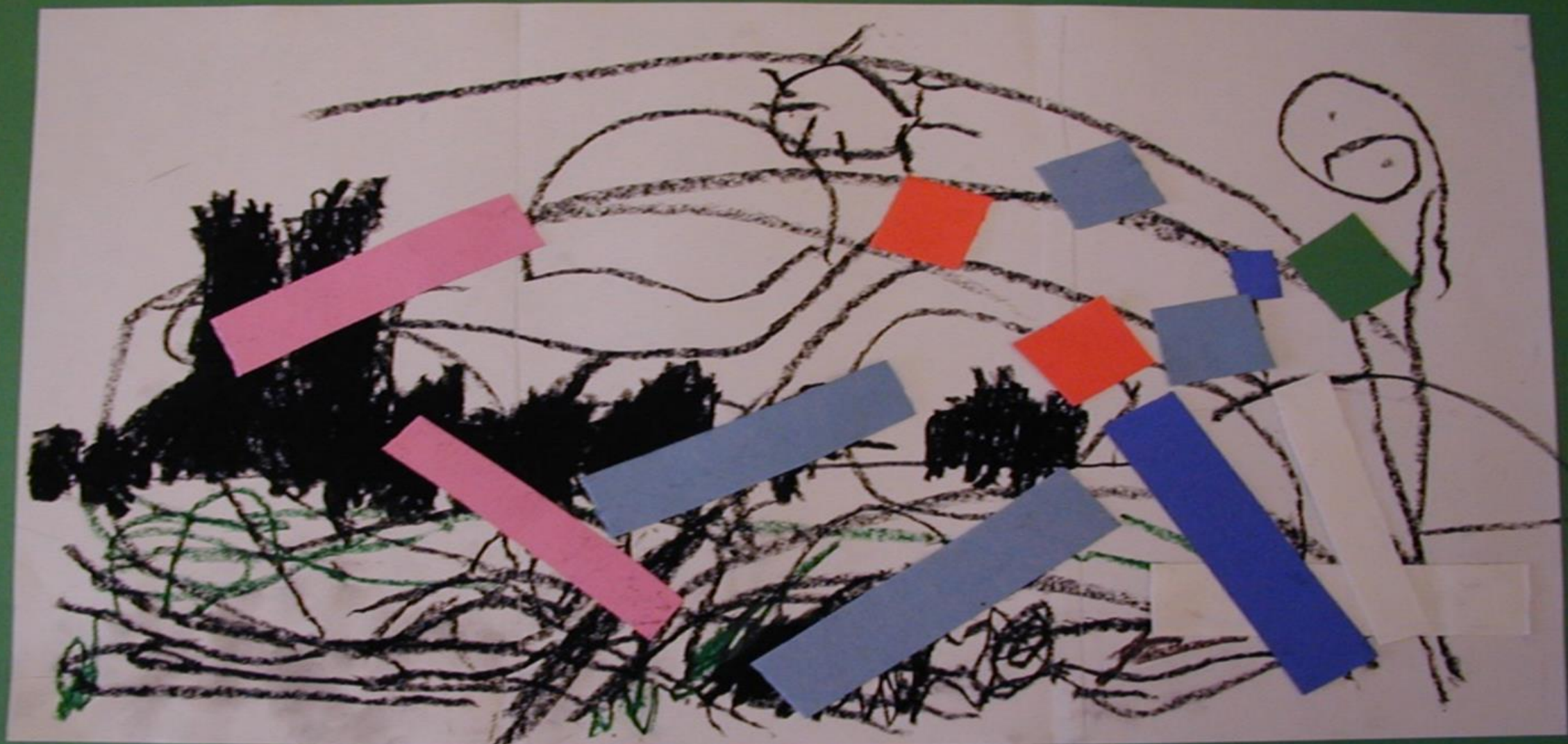


The background of the slide is a photograph of a mountain range. The mountains are layered, with the closest ones in the foreground being dark and silhouetted, and the ones further away becoming progressively lighter and more hazy, creating a sense of depth and atmosphere. The sky is a pale, clear blue.

The Sari Protocol for preschool

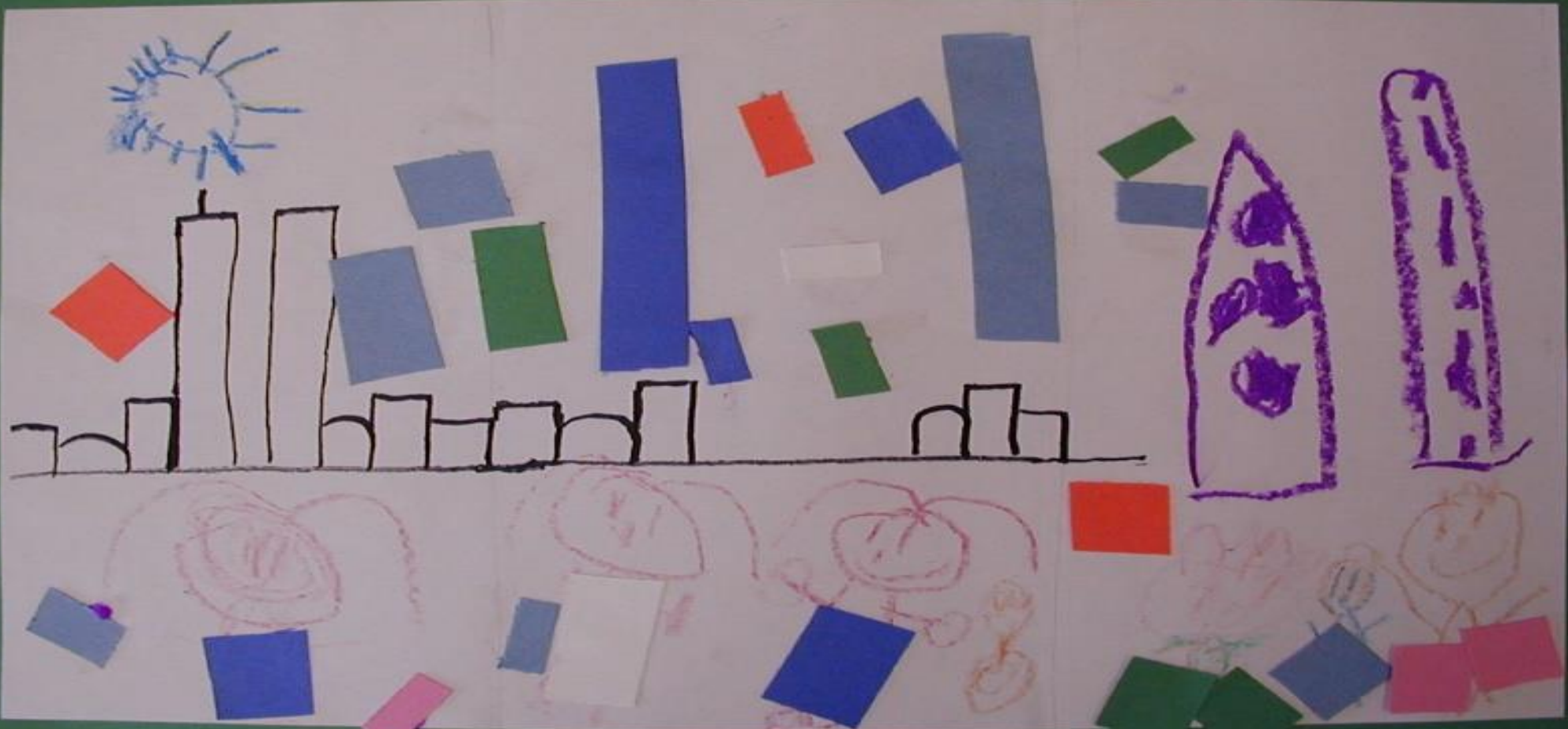
- 1 Curriculum-based theme: numbers and letters
- 2 Curriculum-based theme: shapes and colors
- 3 Who am I? personal identity
- 4 This is my family
- 5 This is my culture
- 6 This is my neighborhood
- 7 This is my school and how I learn
- 8 When bad things happen
- 9 When I think about the future
- 10 I am proud of my art

**School Arts Rescue
Initiative**



ebio

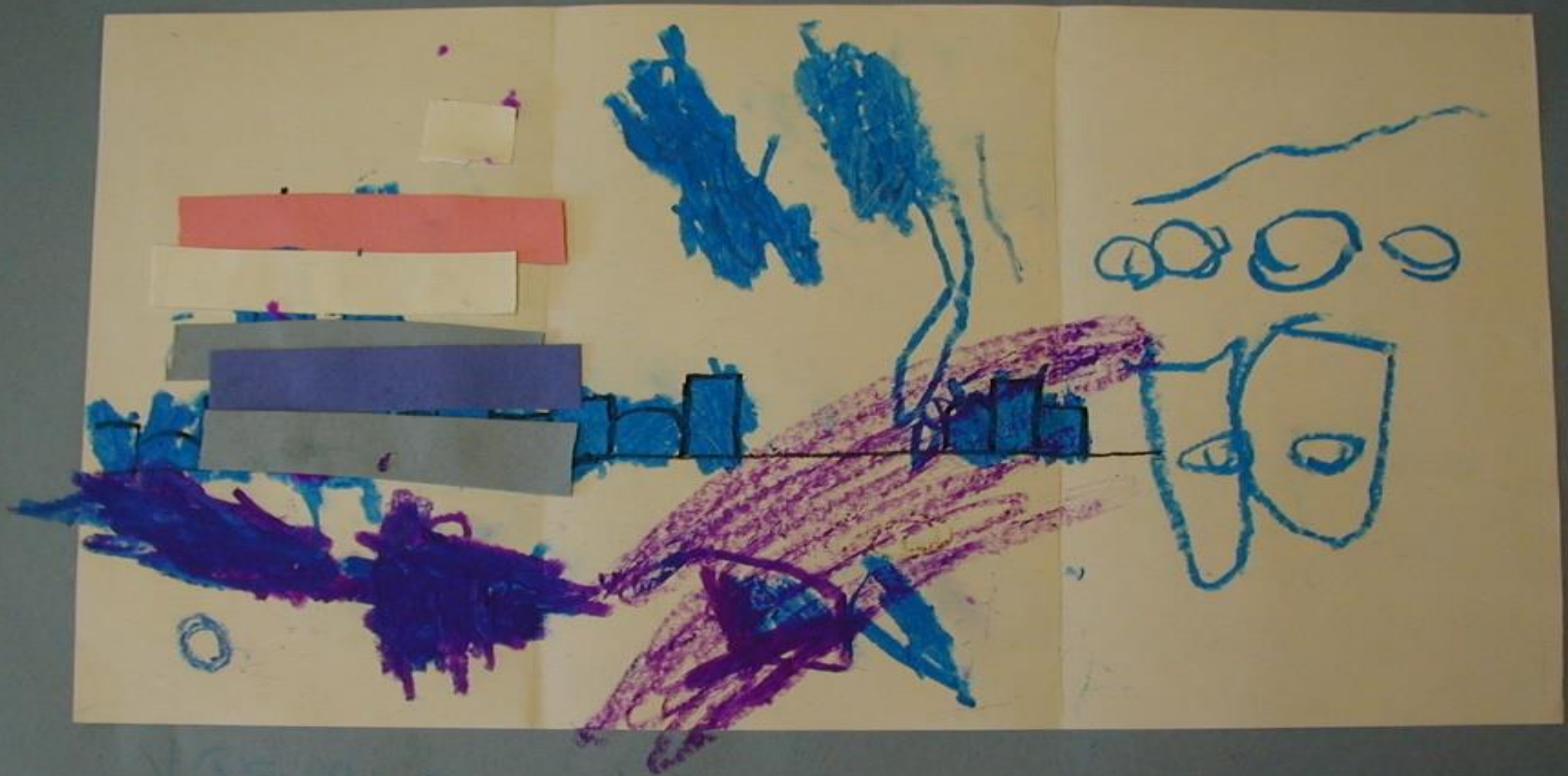
Handwritten text at the top of the page, including a purple scribble and a blue arrow pointing right.





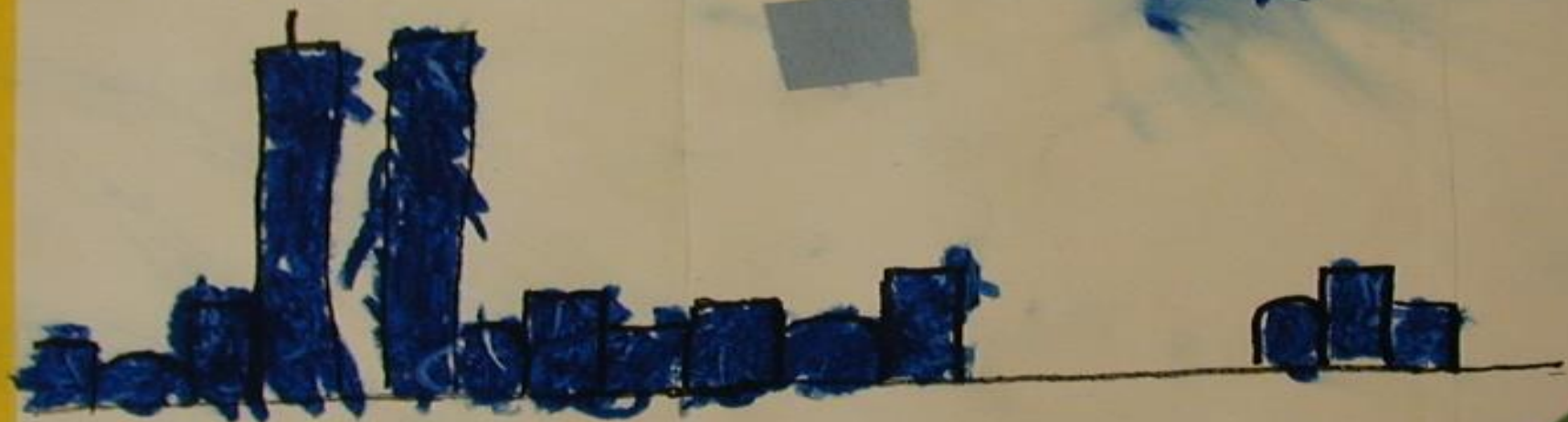
Anthony







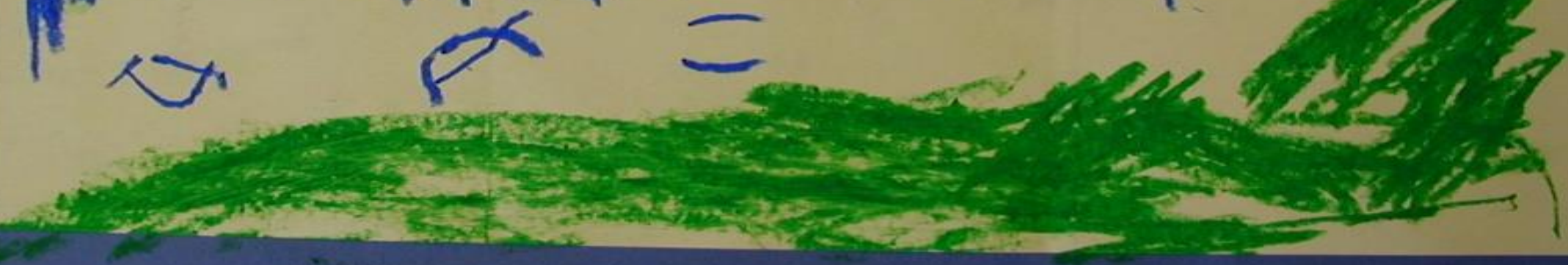
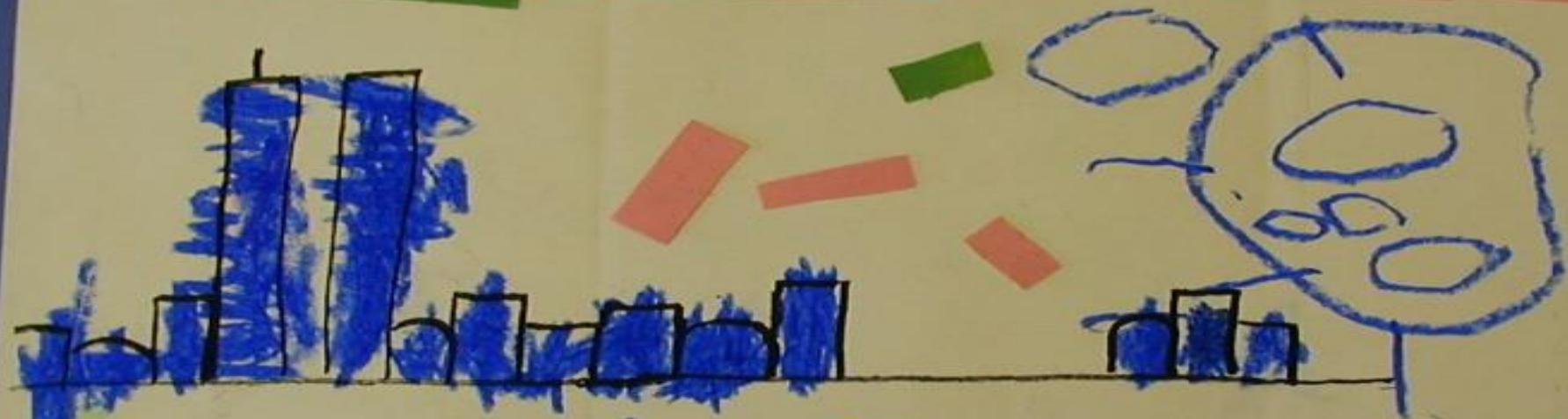
JON




Handwritten scribbles in purple and blue ink.



Jehar-i



- 
- * Give yourself permission to grieve
 - * Focus on your strengths and skills
 - * Ask for support and help from your family, friends, place of worship or other community resources
 - * Join or develop support groups
 - * Redefine your priorities and focus your energy and resources on those priorities
 - * Set small realistic goals to help tackle obstacles
 - * Reestablish daily routines for yourself and family
 - * Clarify feelings and assumptions about your partner
 - * Get enough rest and eat healthy meals and exercise
 - * Get enough rest to increase your reserve strength
 - * Acknowledge unresolved issues and use the hurt and pain as a motivator to make the necessary changes to heal
 - * Continue to educate yourself and your family about normal reactions to disaster
 - * Talk to your children
 - * Be supportive
 - * Set an example by expressing your feelings and showing problem solving skills in dealing with family problems

Helping parents/families cope with PTSD



Create community—observe traditions and
make new ones

Find meaning through the day's work—keep a
schedule

Make art and music together; dance and sing

Apply strategies to support one's personal
life

**Transforming
Strategies**

Lighten the mood whenever possible and appropriate



Plush Giant Microbes might do just that!!

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Suggested Readings